

FIGURE 3.1

FBA Worksheet: Problem Identification

Student _____ Grade _____ Date _____

Referral source _____ Evaluator _____

Identify and define up to two target behaviors that most interfere with the child’s functioning in the classroom. Assess or directly observe the frequency (how often), intensity (high, medium, low), and duration of each.

BEHAVIOR(S)	Frequency	Intensity	Duration

Collecting relevant background information is also important for identifying *distant predictors* of challenging school behavior—also known as *distal setting events*—events that influence negative behavior but are removed in time and place from the behavior’s actual occurrence (Gresham, Watson, & Skinner, 2001; O’Neill, Horner, Albin, Sprague, Storey, & Newton, 1997). In their discussion of setting events, Gresham et al. provide an excellent example in which a child’s noncompliant classroom behavior was related to getting into a fight on the bus on the way to school. If the FBA found, for example, that a stepparent in the home does not agree with medication for the child’s attention-deficit/hyperactivity disorder and refuses to give the medication in the morning, this would be important to know when targeting that child’s recent disruptive classroom behavior. Chapter 2 discussed several distant predictors that might also influence a student’s behavior, such as physiology or family factors. At the problem identification stage, distant predictors are used to prioritize and select behavioral targets (e.g., a discussion of medication compliance for the child in the previous example). In chapter 4, which discusses problem investigation and analysis, these predictors will be assessed in more depth.

In summary, when collecting background information, it is important to find the appropriate balance between the relevant and the irrelevant. With the right balance, the information will lead to a more complete understanding of the student than will an assessment based only on an antecedent-behavior-consequence (ABC) model, which may consider only the relationship between the current environment and behavior. In order to achieve a balance between too much and too little, ask, “How is this information useful in solving the current problem?” If the answer is not clear, then it is probably time to move on, acknowledge the information in a summary statement, and steer further discussion more directly toward the problem area.

WORKSHEET 5.2

Behavior Log

Student _____ Observer _____

Date _____ Time _____ A.M. P.M. Setting _____

For each incident, describe the following: what happened, who was involved, what activity was going on, what triggered the incident, and what the outcome was.

1. Description of incident _____

Duration _____ minutes Intensity low medium high
Was time-out required? Yes No If so, for how long? _____ minutes
Comments _____

2. Description of incident _____

Duration _____ minutes Intensity low medium high
Was time-out required? Yes No If so, for how long? _____ minutes
Comments _____

3. Description of incident _____

Duration _____ minutes Intensity low medium high
Was time-out required? Yes No If so, for how long? _____ minutes
Comments _____

4. Description of incident _____

Duration _____ minutes Intensity low medium high
Was time-out required? Yes No If so, for how long? _____ minutes
Comments _____

From *Functional Behavioral Assessment and Intervention in Schools: A Practitioner's Guide (Grades 1–8)*, by J. L. McDougal, S. M. Chafouleas, and B. Waterman, 2006, Champaign, IL: Research Press (800-519-2707; www.researchpress.com)

FIGURE 7.1

Sample Daily Behavior Intervention Checklist

Student Joey Date 3/16/06

Teacher/Observer Mrs. Robinson

Intervention(s) Prevention, tutoring, self-monitoring, incentive plan

List each step of the intervention(s). If necessary, add extra spaces. Circle the rating for each step.

- 1 = I completed this step today.
- 2 = I partially completed this step today.
- 3 = I did not complete this step today.

Intervention steps

Rating scale

1. <u>Provided cues for task transitions.</u>	1	②	3
2. <u>Ignored Joey's quiet noncompliance.</u>	①	2	3
3. <u>Provided access to 30 minutes of peer tutoring.</u>	①	2	3
4. <u>Preset Joey before each monitoring interval and reviewed/rated behavior after.</u>	①	2	3
5. <u>Gave incentive when earned.</u>	①	2	3
6. <u>Completed DBRC and behavior log for monitoring.</u>	①	2	3
7. <u>Sent home "Good Job Note" when earned.</u>	①	2	3

Comments:

Joey did well today, although I forgot to cue him for transitions a couple of times.

FIGURE 7.2

Results for Joey's Intervention

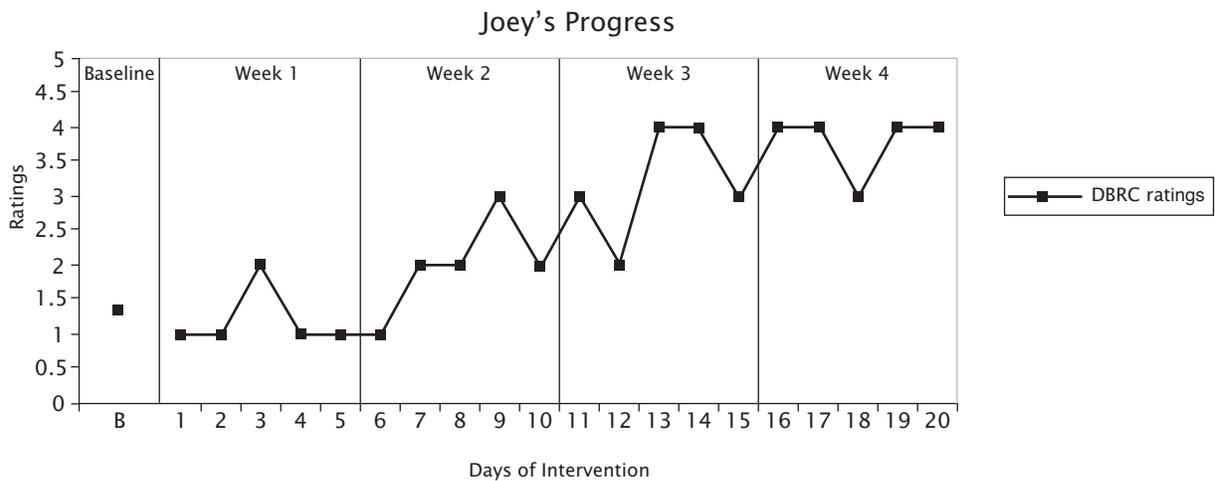


FIGURE 8.2

Sample Survivor Skills Worksheet

Teacher Mrs. Washington Date 2/7/07

Step 1: Teaching

Expectation: Responsible hallway behavior

Necessary skills: Quiet, hands at side, single file, stay to the right

Relevant settings: Arrival, dismissal, transitions to/from special classes

Step 2: Modeling

List examples: Teacher will model each skill in the hall; students will role-play.

List nonexamples: Teacher will model a nonexample of each skill in the hall; students will role-play.

Describe role-plays: After teacher modeling, selected students will be asked to perform both expected skills and nonexamples of each skill, while the class watches. Students will be asked why each skill is necessary and important.

Step 3: Practicing and reinforcing

How and where will practice occur? This week, prior to each hall transition, the teacher will remind students of expected behaviors. As correction, the class will go back and walk properly any section of hall not correctly transitioned.

How and where will reinforcement occur? Teacher praise and random reinforcers (e.g., small snack, extra free time) will be used to promote responsible hall behavior.

Step 4: Modifying the setting

List setting modifications: The teacher will turn off the lights to signal a transition and then line students up alphabetically. The class will proceed only when quiet and in single file.

Step 5. Generalizing for success

Across which settings and times? During hallway transitions, especially during arrival, dismissal, and special times.

How will training occur? See practice and reinforcement procedures.

WORKSHEET 10.4

Daily Self-Monitoring Form 3

Student _____ Date _____

Today, this is how well I met the following expectations:

<i>In the morning</i>				
1	2	3	4	5
Blew It!		Did OK		Did Great!!

<i>In the afternoon</i>				
1	2	3	4	5
Blew It!		Did OK		Did Great!!

Comments _____

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